



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

Arkansas Professional Pathway to Educator Licensure (APPEL) Participant Handbook

This document contains a course description for the 2020 Division of Elementary and Secondary Education APPEL program.

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Introduction

The Arkansas Professional Pathway to Educator Licensure (APPEL) is an alternative preparation route to obtaining an Arkansas teaching license for college graduates holding at least a bachelor's degree. The program is administered under the auspices of the Division of Elementary and Secondary Education (DESE) and is monitored by the DESE Office of Educator Preparation.

Participants may be employed as a part-time or full-time classroom teacher in an Arkansas school while completing requirements for a Standard Arkansas teaching license. Qualifying participants receive a current, valid, two-year Arkansas Provisional Teaching License to work as teacher of record, earning a salary with benefits, while completing the program. Those completing all program and licensing requirements receive the final, Arkansas Standard Teaching License.

The program is a two-year preparation track that includes Instructional Modules, appropriate employment as a classroom teacher, assessments, and on-the-job professional learning. Participants are mentored and receive focused feedback and evaluation via the state's mentoring and teacher evaluation models. The program's capstone experience is a submission to edTPA®. edTPA® is a pre-service teacher assessment process which includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

For two years, APPEL Instructional Modules are offered at satellite sites throughout the state for fifteen days each summer and monthly modules each school year. All face-to-face modules for both years are delivered at the regional site. The modules do include and are designed specifically for teaching in the content/subject area and grade level. Four modules each year are delivered completely on-line.

Two or more, highly qualified facilitators direct each site. Skilled practitioners who offer valuable insight into current, research-based best practices in teaching and learning deliver instruction for APPEL participants. This is a technology-rich program and requires skills related to using a computer or mobile-device, software applications, and the Internet. Program administrators are dedicated to the focus of providing rigor and relevance in teacher preparation.

APPEL Mission and Vision

MISSION

The mission of the APPEL program is to prepare outstanding teachers to fill vacancies in Arkansas classrooms. To accomplish this mission the APPEL Program:

1. Incorporates a blended learning approach with both face-to-face and online components.
2. Provides a total of 322 or more clock hours of instruction with mentoring support for guidance and professional growth.
3. Consistently updates curriculum to align with standards adopted by the State Board, the Arkansas Teaching Standards, Universal Design for Learning, and the Danielson Framework for Teaching model used for teacher evaluation.
4. Prepares educators to effectively teach and enhance the learning environment and outcomes for diverse learners.
5. Promotes a commitment to understanding and working effectively with children in geographically and culturally diverse settings.
6. Promotes a commitment to recruit participants to help fill hard-to-staff subject and geographical shortage area positions.
7. Employs practitioners as facilitators and instructors who demonstrate excellence in teaching, scholarship, and service.
8. Establishes a professional environment conducive to participant growth and development.

To help achieve this mission, program administrators are committed to working collaboratively with schools, institutions of higher education, other state agency programs, and other public and private groups to address educational issues. Administrators and presenters are actively involved with organizations at the local, state, regional, and national levels, with schools, and with human service agencies.

Vision

Program administrators, facilitators and presenters share a vision for the APPEL Program. This vision is to help future educators understand what accomplished beginning teaching looks like in a classroom and, more importantly, to demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning. The program seeks to prepare learner-ready teachers. The program defines a learner-ready teacher as one who is ready on day one of his or her career, to model and develop in students, the knowledge and skills they need to succeed today including the ability to:

- think critically and creatively,
- apply content to solving real world problems,
- be literate across the curriculum,
- collaborate and work in teams, and take ownership of their own continuous learning

More specifically, learner-ready teachers:

- have deep knowledge of their content and how to teach it,
- understand the differing needs of their students,
- hold students to high expectations,
- personalize learning to ensure each learner is challenged,
- care about, motivate and actively engage students in learning,
- collect interpret, and use student assessment data to monitor progress and adjust instruction,
- systematically reflect, continuously improve, and collaboratively problem solve
- prepared to engage in culturally responsive practice to ensure that every student-but particularly students of color- have access to effective instruction

The APPEL program is approved through the State Board of Education at the Division of Elementary and Secondary Education. As part of the Title II Teacher Education Report Card, the assessment pass rate for each academic year is published. The pass rate is available to the public and may be accessed online at <https://title2.ed.gov> . APPEL has an Educator Preparation Provider Quality Report (EPPQR). This report is available here: <https://eis.ade.arkansas.gov/eppr/default.aspx>

Quick Glance Overview of APPEL Two-Year Track

Quick Glance Overview of APPEL Two-Year Program Track

	Application and Orientation	Year 1	Year 2	Completion	Year 3 (if necessary)
WHAT?					
WHAT TO DO AND EXPECT?	<ul style="list-style-type: none"> Meet admission requirements Apply to program, send in documentation Gain acceptance Apply for jobs 	<ul style="list-style-type: none"> Attend Site and enroll into Moodle classroom Complete Arkansas IDEAS and ProEthica Modules Complete Summer Modules Confirm employment 	<ul style="list-style-type: none"> Apply for Year 2 and pay program fee Attend Site and enroll into Moodle classroom Complete Summer Modules Confirm employment status 	<ul style="list-style-type: none"> Complete all teaching and Modules Complete any courses or PD, as required Complete and submit a scoreable edTPA Portfolio Graduate 	<ul style="list-style-type: none"> If on hold, allowed a third year Have one year on "hold" status to return the next year with a job Allowed a third year under certain other conditions
WHEN AND WHERE?	Attend APPEL Orientation	Attend APPEL Yr. 1 Summer Academy at assigned site in June or July	Attend APPEL Yr. 2 Summer Academy at assigned site in June or July	Program Completion (above) Final Teaching License (below)	Attend missed modules and/or complete missing requirements
WHAT HAPPENS NEXT?	<ul style="list-style-type: none"> Continue or withdraw application Verify site assignment If continuing, pay program fee 	<ul style="list-style-type: none"> If not hired, on "hold" If hired, licensed and teaching Attend monthly modules Complete Yr. 1 	<ul style="list-style-type: none"> If not hired, on "hold" If hired, licensed and teaching Attend monthly modules Complete Yr. 2 	<ul style="list-style-type: none"> Pass Pedagogy (edTPA or PLT) K-6 Pass FOR Test (Reading) Apply for final, Standard teaching license Receive Standard License 	<ul style="list-style-type: none"> Receive third Provisional license Apply for Standard license Receive Standard license
GENERAL TIMELINE	Applications accepted March 1 to end of June each year	Summer Academy for Yr. 1 held in June or July each year, monthly modules Sept-April each year	Summer Academy for Yr. 2 held in June or July each year, monthly modules Sept-April each year	If completion requirements are not met, then proceed to Year 3 track	Participants must complete two years of teaching within three consecutive years

Current APPEL Administration

This page will update in March each year.

Ann Crosser, APPEL Program Advisor, Division of Elementary and Secondary Education

Current 2020 APPEL Site Locations and Staff:

NORTHWEST:

- Rogers Site, Kirksey Middle School: Ms. Casey Prock and Ms. Deana Gabbert
- Van Buren Site, Van Buren High School: Ms. Lisa Moose and Ms. Dana Clark

NORTHEAST:

- Walnut Ridge Site, Westside Jonesboro High School and Northeast Arkansas Education Cooperative: Mr. and Mrs. J.M. Edington
- Harrisburg Site, Crowley's Ridge Education Service Cooperative: Ms. Dawn Beese and Ms. Sharon Coburn

SOUTHWEST:

- Hope Site, Southwest Arkansas Education Cooperative: Ms. Phoebe Bailey and Ms. Monica Morris

SOUTHEAST:

- Pine Bluff Site, Arkansas River Education Cooperative: Mr. Bill Shelly and Ms. Troy Debill
- Helena-W Helena Site, Great Rivers Education Cooperative: Ms. Kelsey Riley

CENTRAL:

- North Little Rock Site, Pulaski Technical College: Ms. Debbie Knowles and Ms. Vandy Nash
- Little Rock Site, Philander Smith College: Dr. Linda Watson
- Searcy Site, Searcy High School: Ms. Karm Prock and Ms. Shannon Holeyfield

APPEL Admission Requirements

Year I Admission: Candidates seeking Year I admission must meet the following minimum criteria in advance of application for admission: (See APPEL General Requirements and Timelines for details)

- Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency recognized by the Department.
- An official score report evidencing passing scores on the state DESE required assessment(s) for the Praxis Subject Assessment in which the applicant seeks to teach.
- Evidence that the applicant has successfully started the required background checks under the Department's Rules Governing Background Checks.
- Two letters of Professional Recommendation.
- Completed APPEL Application.
- Accumulate 30 points from the criteria set forth in the chart below.

APPEL Admission Requirements Weighted Criteria

*See Chart 1: Admission Test Thresholds

**See Chart 2: Teacher Interview Evaluation Form

Minimum Requirements	
Bachelor's Degree Conferred from Accredited Institution	
2 Professional Letters of Recommendation	
Meet cut score(s) for Praxis Subject Assessment(s)	
Criminal Background Checks	
Completed APPEL Application	
Weighted Criteria (30 points or higher are needed)	
Degree from nationally/regionally accredited IHE (required)	
Terminal Degree (PhD, EdD, MD, etc.)	15 points
Master's Degree	12 points
Bachelor's degree	10 points
Undergraduate GPA or Graduate GPA (highest degree)	
3.5 or higher	15 points
3.0 - 3.49	12 points
2.7 - 2.99	10 points
2.5 - 2.69 (or 2.9 in last 60 hours)	8 points
Admission Test	
*Meet approved threshold on Admission Test (Praxis Core, GRE, MCAT, LSAT, Miller Analogies Test, GMAT, PCAT)	10 points
Course Grades	
B or better in all of the following: English Comp I, English Comp II, and College Algebra or equivalent (or higher)	3 points each or 10 points for all
Teaching Experience	
3 or more years teaching experience in a public or accredited K-12 private school	10 points
1 to 3 years teaching experience in a public or accredited K-12 private school	5 points
Interview	
**If needed: Interview	5 points
Total	

APPEL General Requirements and Timelines

IMPORTANT NOTES:

Full admission to APPEL is required for all candidates expecting to be eligible for licensure.

An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Division of Elementary and Secondary Education that the applicant meets the criteria of an exception under U.S.C.§1261 for Arkansas to issue a professional license.

Annual enrollment in the APPEL program may be limited by:

- Licensure requirements,
- Licensure area and level of candidates (shortage areas may be given preference), and
- Program capacity (in which case applications will not be accepted after capacity is reached).

If a candidate has been dismissed from another teacher preparation program, they may appeal to be admitted to APPEL. However, candidates who have failed the previous program due to poor attendance or scholarship, or unprofessionalism may not be admitted to APPEL.

ATTENTION: Certain participants in APPEL will be required to complete additional courses before receiving a Standard license upon completion of the program. See APPEL General Requirements and Timelines for details.

The DESE APPEL Program Office will observe the following general deadlines for the Year I application process. Candidates are encouraged to submit all requirements for admission prior to the established deadlines.

Application Opens	Beginning of March each year
Praxis deadlines	Take no later than the end of last week of April if attending in June, no later than end of first week of June if attending in July
Application Closes	End of May each year, if attending in June and end of June if attending in July
Orientation, Fee Payment, Site Assignment	June Cohort: End of May (Orientation and Site Assignment), June 1 (Fee Payment) July Cohort: End of May (Orientation), July 1(Fee Payment and Site Assignment) Make Up Orientation (if missed): Via webinar end of June

APPEL General Requirements and Timelines

Fee Payment Window	Payment window for on-line fee payment opens immediately after Orientation and closes on the first day of class in June or July. This is the final step for full admission.
APPEL Summer Academy	Fifteen days of APPEL Summer Academy as scheduled at assigned site in June or July
August 1 each year	All background checks should be cleared by this date for a license to be issued upon hire and starting in the teaching position.

Year 1 applicants are considered fully admitted participants based on the following:

- Admission to APPEL with receipt of acceptance letter and Year 1 Employment Eligibility Form
- Documented attendance at orientation
- Payment in full of the program fee
- Cleared for a definite site assignment (will receive via email)
- Cleared all required background checks for license to be issued

There are two (2) tracks in the APPEL program: a one-year program and a two-year program.

- Participants with a four-year bachelor's degree who have completed a college/university teacher preparation program,(minus Student Teaching in the licensure area only) may be eligible to complete a one-year track if the degree was awarded within ten (10) years of the date of application to APPEL.
- Participants accepted to APPEL must provide, in writing no later than the June/July start date, a request of consideration for the one-year program. Participants must provide official transcripts and a letter from the college/university College of Education's Licensure Officer to verify completion of the program of study minus Student Teaching in the licensure area only.
- Participants who have attended other Arkansas DESE-approved alternative preparation programs may also be eligible. A letter from the program's director documenting all courses/modules completed and that the participant was in good standing with the program at the time of departure is required.
- If upon review of documentation the one-year program is approved, then the participant is notified and will be placed appropriately to start the program.

APPEL General Requirements and Timelines

A. Transcript Requirements

- Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- ALL transcripts showing ALL coursework are required.
- For out-of-country candidates, an official college transcript evaluation on all transcripts (see Out of Country Transcripts and Evaluations below) must be submitted unopened to the APPEL office with admission documents.
- Electronic Transcripts with a password -protected code can be emailed directly from the college/university to the APPEL Program Advisor OR online transcripts submitted directly from the college/university to the DESE Office of Educator Licensure through the SPEEDE server (ADE-LIC) are acceptable. These are the ONLY online services from which a transcript is considered official. Photocopies or faxed or scanned and emailed copies of documents will NOT be accepted.

Out of country transcripts must be evaluated from an agency that is a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) and must be documented as being equal to a Bachelor's degree or higher from an accredited U.S. college/university. This must be a course-by-course evaluation, prepared in English, with GPA reflected. Include the unopened and sealed correspondence with the application packet.

APPEL General Requirements and Timelines

B: Testing Requirements

Programs in Arkansas that lead to a teaching license relating to K-12 schools require a passing score on the appropriate Praxis exam(s) and satisfactory completion of all key assessments identified by the individual subject area/grade level.

It is required that certain Praxis exams are completed, meeting the state minimum required cut score, in advance of making application to APPEL. Upon registration, if Praxis scores are reported to ADE (7031) by ETS, then scores should upload to the AELS system. However, there are times when scores do not upload. Applicants should always save a copy of the online score report they receive directly from the password protected ETS account showing passing scores on all required exams in the case that these must be submitted as part of the application packet.

Tests must be passed before applying to the program. Testing on or before May 1st helps to ensure that a score report will be available by the May deadline for June admission. The CORE exams and the Principles of Learning and Teaching (PLT) exam are NOT required in advance of application. See information below for Praxis exam details.

APPEL General Requirements and Timelines

Praxis Subject Assessment®: Content/License Area Assessments-Required for entry into the APPEL Program. Candidates must pass the Praxis Subject Assessment® content specific license area exam(s) for the particular grade level and/or subject area the candidate plans to teach prior to making application to the program.

If seeking licensure in Middle Childhood 4-8 applicants should take and pass at least two of the four available Praxis middle school subject exams prior to making application to the program. Applicants can be admitted with one subject exam passed but MUST pass two exams before being issued a Standard License upon completion of APPEL.

ATTENTION: There are tests that change from time to time. Either a new test is adopted or a cut score for an existing test changes. Keep in mind that Praxis test scores are good for up to three years after a new test goes into effect or a required test score changes.

See the www.ets.org website click Praxis, click State Requirements, choose Arkansas and click on Testing Requirements for details. If unsure whether tests taken previous to the new test would still qualify contact a supervisor in the DESE Office of Educator Licensure or the APPEL Program Advisor.

APPEL General Requirements and Timelines

IMPORTANT:

- APPEL accepts candidates for K-12 regular classroom teaching only.
- APPEL does NOT accept candidates for Special Education K-12, School Counselor or Library Media Specialist.
- A Special Education Resource Endorsement is now available for APPEL. See details on page 22 of the Handbook.
- APPEL accepts Elementary K-6, Middle Childhood 4-8 and Secondary 7-12 candidates and the K-12 license areas.
- Applicants for APPEL may take any Praxis Subject Assessment(s) in any area(s) for which a license is being sought and for which the program accepts applicants. This makes the candidate more marketable as a teacher.
- After initial admission to the program, areas can be added to eligibility as tests are passed and the scores are submitted to APPEL.
- Participants can license on any one level (K-6, 4-8, 7-12).
- Participants for 7-12 or K-12 can license in any two subject areas for which the tests have been passed and the participant is hired to teach.
- If a 4-8 participant passes three or all four subject tests and is hired to teach in all four subject areas, then the license can be issued in all four subject areas.
- ALWAYS make sure that registration for a test is for the specific test required for the Arkansas license.
- When registering report scores to ADE (7031) Arkansas Department of Education and select APPEL (7032) Arkansas Professional Pathway to Educator Licensure as the attending institution.
- Keep in mind that Praxis Subject Assessments are based on a college/university program of study in that particular discipline.
- It is advised that applicants seek out information on each test provided on the ETS website in the Store before deciding to register and pay.

C: Additional Required Coursework/Licensure/Professional Development Requirements

Certain additional coursework and/or licensure and professional development requirements must be completed either upon entering or exiting APPEL in order to receive the Arkansas Standard Teaching License. These requirements are as follows:

Arkansas IDEAS:

APPEL participants, once provisionally licensed, can establish an account in Arkansas IDEAS. This is the professional development portal for all Arkansas teachers. Once an account is established the teacher can complete most professional development offerings free of charge.

APPEL General Requirements and Timelines

All Elementary K-6 AND Middle Childhood 4-8 Social Studies participants:

- **Three credit-hours of Arkansas History at an accredited college/university OR 45-hrs of Arkansas History modules offered free of charge in Arkansas IDEAS**
 - The Arkansas History course must be completed with a transcript showing completion OR the 45-hrs in Arkansas IDEAS must be completed with the Record of Learning from Arkansas IDEAS submitted to APPEL no later than June of the year of completion of APPEL.

All Social Studies 7-12 participants:

- **Three credit-hours of Arkansas History at an accredited college/university OR 45-hrs of Arkansas History modules offered free of charge in Arkansas IDEAS**
 - The Arkansas History course must be completed with a transcript showing completion OR the 45-hrs in Arkansas IDEAS must be completed with the Record of Learning from Arkansas IDEAS submitted to APPEL no later than June of the year of completion of APPEL.

All participants:

- **Pre-Service Teacher Licensure Professional Development (completed in the Orientation module for APPEL in June/July of first year offered free of charge in Arkansas IDEAS)**
 - Child Maltreatment
 - Family and Community Engagement
 - Teen Suicide Prevention
 - Dyslexia Awareness
 - Human Trafficking
- **Pre-Service Teacher Professional Ethics Training (completed in the ProEthica module for APPEL in June/July of first year with payment voucher provided by APPEL)**
 - ProEthica: Ethics for the Professional Educator
 - Arkansas IDEAS/APPEL Ethics Training

APPEL General Requirements and Timelines

D: Background Check Requirements

Before a candidate may enter a classroom, the candidate shall apply for and successfully complete the required background checks by the Child Maltreatment Central Registry, Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410. Proof of initiating the process for completion of the mandatory State, FBI and Department of Human Services (DHS) Central Registry background checks is required. The state of Arkansas requires all applicants for a teacher's license to be fingerprinted and to undergo a successful background check from the FBI, Arkansas State Police, and the Arkansas Child Maltreatment Central Registry within one year of making application for a teaching license.

Questions about this procedure and/or the impact of the outcome upon a candidate should be directed to the DESE Office of Educator Licensure. Refer to <http://www.arkansased.org> click Educator Licensure, click Background Check Requirements for details. If evidence, as the result of mentioned background checks becomes known that would render the candidate ineligible to receive a teaching license in the state of Arkansas, then this information may be grounds to refuse admission or retention in APPEL. Background checks must be done for licensed positions.

- Previous background checks done, including for substitute teachers, will not be accepted. New background checks are required.

NOTE: Please be aware that the Division of Elementary and Secondary Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or judge for any offense listed in Ark. Code Ann. & 6-17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon.

APPEL General Requirements and Timelines

E: Online Application: The APPEL online application will be available from March through the end of May each year for June Cohort and through the end of June each year for July Cohort. Candidates should return to <http://www.arkansased.gov> on the APPEL page during the application window to complete and submit an electronic application. Transmittal of the application without submission of ALL of the required documentation may cause an application to be delayed or denied. The application process includes completing the on-line application AND submission of all required documents.

Requirements for the APPEL Provisional Teaching License

Requirements for the provisional teaching license include:

- Unconditional admission into APPEL
- Successful completion of the APPEL Summer Academy
- Completion of all required Pre-Service Teacher Professional Development
- Completion of all Pre-Service Teacher Professional Ethics Training
- Documentation of appropriate employment via the completed and signed Employment Eligibility Form (EEF) that must be returned to the APPEL office for the license to be processed
- Submission of completed and signed application for a teaching license
- Clearance of the required State, Federal and DHS background checks

The license is effective as of the date issued and is active for two years. To maintain the Provisional Teaching License, the participant must:

- continue in, and successfully complete the monthly modules for Year 1, and
- be fully admitted for Year 2, and
- successfully complete Year 2 APPEL Summer Academy, and
- continue in and successfully complete the monthly modules for Year 2, and
- maintain a teacher-of- record position during Year 2

If the participant fails to successfully matriculate through APPEL or does not maintain the teaching position the Provisional license will be rescinded.

Note: An applicant for a Provisional Teaching License under APPEL shall adhere to and abide by all the policies and procedures as outlined in the published APPEL Participant Handbook for the year of admission. Failure to adhere to these policies and procedures may result in dismissal from the program and the license being rescinded.

APPEL General Requirements and Timelines

IMPORTANT:

- Participants may not change levels of license and must teach in the same license level Elementary (K-6), Middle Childhood (4-8), or Secondary (7-12) for the duration of the two-year program.
- A Middle Childhood (4-8) participant must license in two (2) or more of the four (4) middle childhood license content areas of math, science, social studies and language arts, and may have one (1) or more career technical permits or endorsements.
- During the term of the Provisional License, a 4-8 participant who has completed one (1) of the two (2) required content assessments may teach in the content area for which the Provisional License is issued. However, the participant must successfully complete the second content assessment before the Provisional License may be converted to a Standard License.
- A Secondary (7-12) participant must successfully complete one (1) secondary license content area and may have one (1) career technical permit or endorsement and must have a teaching assignment in each license content area of the Provisional License.
- A Coaching endorsement is available as the second area of license for any license area if the required program of study for Coaching and the appropriate license assessment are successfully completed and documented. OR, a coaching certificate may be obtained through the Arkansas Activities Association (AAA) upon completion of meeting certain requirements.
- An English for Speakers of Other Languages (ESOL) endorsement is available as the second area of license for any license area if the required program of study for ESOL and the appropriate license assessment are successfully completed and documented.
- NEW A Special Education Resource Endorsement is available as the second area of license to certain licenses upon meeting requirements. See the Special Education Resource Endorsement section for details.
- APPEL participants may not file an Additional Licensure Plan (ALP) or teach in an out of the licensure area while enrolled in the APPEL program.

Post- Application, Orientation, Fees, and Site Assignment

Post –Application Process

- Upon receipt of required documents and the online application, candidates (within 7-10 business days) will receive an email. The email will detail whether the applicant has been accepted or whether there is a deficiency in the application.
- If accepted, the applicant receives via email the APPEL acceptance letter and an Employment Eligibility Form (EEF). The acceptance letter and EEF allow a candidate to begin actively applying for open positions with school districts.
- If accepted under a Conditional Enrollment Agreement (CEA), the applicant receives via email the CEA. This agreement allows a candidate to accept a position under certain conditions (see Conditional Enrollment Agreement) until such time the conditions are met and the provisional license can be issued.
- If the application is deficient, the applicant receives via email a Deficiency Form outlining where the application is deficient. All deficiencies must be cleared by the June /July start date.
- If the application requires an interview, the applicant receives an email with detailed instructions on how to schedule an online interview. The applicant will be notified via email of acceptance/denial within 48 hours of the interview.
- Accepted applicants register for orientation as instructed in the acceptance email.

APPEL Orientation

- Accepted candidates will register to attend the mandatory orientation meeting scheduled for late May.
- The candidate will attend orientation and decide whether to continue with the program.
- Candidates must attend the mandatory orientation meeting to be held in Little Rock in May.
- Site facilitators attend this meeting and are available to answer questions and distribute site-specific information.
- There are two identical orientation sessions on that day. Candidates should only attend one session.
- For those who apply after the May deadline, there will be a mandatory Orientation at the end of June. Details about June Orientation will be in the acceptance letter.

APPEL Fee Payment

- After receipt of acceptance documents and attending orientation with a tentative site assignment, program fees are to be paid during the fee payment window. Details on how to pay are covered at orientation.
- The fee covers the cost of the culminating assessment, books, instructors, and supplies.

Post- Application, Orientation, Fees, and Site Assignment

- The first-year program fee is required to be paid in full for a definite site assignment to be made and before the candidate can begin attending summer instruction. Candidates do not pay the program fee until they are certain they will participate in the program.
- If electronic payment is unavailable, payment may be submitted via cashier's check or money order. Do NOT send a personal check. All personal checks will be returned and the site assignment process is halted until proper form of payment is received. Payment made by cashier's check or money order must be received in the APPEL office by the deadline.
- A refund of program fee (minus \$50 for processing) may be provided if the participant informs the APPEL office in writing of the refund request by July 1 of the current program year and has attended NO portion of ANY instructional module. Refunds can take 4-6 weeks to be issued.

APPEL Site Assignments: Tentative site assignments are made when the candidate is accepted to the program. The candidate receives an email with information about the site. The candidate meets the site facilitators and picks up specific information at orientation. A permanent site assignment is made once the candidate has paid the program fee in full. The participant would then begin summer instruction in June or July at the assigned site. The fifteen days of summer instruction (typically M-F, 8am-4:30pm) are held at the assigned site. Every effort is made to assign participants to the first choice indicated on the application. However, due to size limitations of facilities, some adjustment may be necessary. In that case, the second choice would be assigned.

APPEL Year 1 Eligibility, Drop and Hold Policies

Year 1 applicants are considered fully admitted participants and eligible for licensure based on the following:

- Admission to the program with receipt of acceptance letter and Year 1 Employment Eligibility Form
- Documented attendance at orientation
- Payment in full of the program fee
- Cleared for a permanent site assignment (upon confirmation of payment with receipt)
- Attend and successfully complete all fifteen days of APPEL Summer Academy at the assigned site

Drop

- If the participant pays the fee but drops the program prior to attending on the first day of summer modules, then upon request in writing by July 1, the fee (minus a \$50 processing charge), is refundable.
- If the participant pays and attends any portion the first module there is no refund of the program fee.
- The participant who drops during the summer modules after attending the first day will remain in the program on inactive status for one full year. This means the participant is no longer attending modules and is not eligible for licensure in the current year.
- The participant must continue the program the following year or the participant will be administratively withdrawn from the program with forfeiture of the program fee.

Hold

- If a fully admitted participant successfully completes all fifteen days of summer instruction, but fails to secure appropriate employment by October 1 of the current year, then that participant is automatically placed on “hold” status in the program.
- The participant attends the September monthly module but must secure appropriate employment by October 1 or the participant will no longer attend any further monthly modules.
- The participant is still eligible to look for and take a teaching position no later than January of the first year in the program. The Provisional license will be issued upon confirmation of employment and the participant will resume attending modules. Arrangements will be made to make up missed modules.
- The participant has one full year, until October 1 of the immediately following year, to secure appropriate employment and re-enter the program to be eligible for licensure.
- The program allows three consecutive years in which to teach for two years in the program.

APPEL Year 1 Conditional Enrollment Policies

A Conditional Enrollment Agreement (CEA) is available for the APPEL Summer Academy. This agreement is available for district hiring officials who will employ a candidate who has not yet passed the Praxis Subject Assessment as required for full admission to APPEL. APPEL Summer Academy for those on a CEA will be available in both June and July.

The candidate must be recommended by a district hiring official by letter, on official district letterhead, for a specified position open in the immediate, upcoming school year. APPEL must receive this letter from the hiring official no later than close of business on the Friday before instruction begins. The CEA must be signed by the school district hiring official and the participant and returned and on file in the APPEL office by the instruction start date.

The Conditional Enrollment Agreement can be issued if candidates who meet all other acceptance criteria and fully submit the APPEL application, also submit:

- the official letter from the hiring school district, and
- proof of registration from ETS for the July/August/September testing window

Admission under the CEA does not immediately yield a Provisional license. The conditions of the CEA must be met before a teaching license will be issued for the current school year. APPEL teachers admitted under a Conditional Enrollment Agreement must be appropriately employed.

A participant who is under an APPEL Conditional Enrollment Agreement is considered appropriately employed if they are hired as Teacher of Record **and** designated as Arkansas Qualified Teacher (AQT) under a DESE approved Emergency Teaching Permit (ETP) **or** in a district with a State Board of Education approved:

- Act 1240 waiver from licensure, OR
- Charter School waiver from licensure, OR
- School of Innovation waiver from licensure

If a participant admitted under a Conditional Enrollment Agreement does not meet all requirements of the agreement, the participant will be placed on "hold" status in the program and will have one year from the "on hold" date to fulfill the necessary requirements and resume the program.

Contact the APPEL Program Advisor for details.

APPEL Special Education Resource Endorsement

APPEL will offer a Special Education Resource Endorsement for participants. The Special Education Resource Endorsement allows a teacher currently holding a Provisional license in APPEL for K-6, 4-8 or 7-12 English, Math, or Science to teach the content area in which they are licensed to students with exceptionalities in an inclusion and/or resource setting. The endorsement requires 12 hours of coursework and testing.

Participants that are interested in adding a Special Education Resource Endorsement on a Provisional license must meet the following requirements:

- Enrolled in APPEL
- Hold a provisional license in Elementary Education K-6; 4-8 English, Math, or Science; or, 7-12 English, Math, or Science (Physics, Chemistry, or Biology)
- Successful completion of an approved Special Education 101 course at an Arkansas Institution of Higher Education
- Passing scores on the Praxis Special Education: Core Knowledge and Applications (5354)

Enrollment into the Special Education 101 course must be made through the college/university and a transcript showing the completed course must be submitted to APPEL, along with a passing score report for the Praxis 5354 before the endorsement will be added to the license.

To convert the area on the provisional license to the standard license will require completion of the remaining courses in the approved program of study.

Please contact the APPEL Program Advisor for details.

See the proposal approved by the State Board of Education Dec. 2019

**Teacher Preparation Instructional Modules
Year One**

<i>Summer (June) or (July) Cohort</i>		
	Days 1-10 Summer Regional Sites	
Week 1:	Essentials of Teaching and Learning (Elementary, Middle and Secondary)	35 Clock Hours
Day 1 F2F	TESS and Ethics	7 hours
Day 2 F2F	Classroom Management and Time Management	7 hours
Day 3 F2F	Engaging Students/Reflecting Upon Teaching	7 hours
Day 4 F2F	Science of Reading (SOR) Overview K-8/The Right to Read Act 7-12	7 hours
Day 5 F2F	SOR Overview II K-8/SOR Overview 7-12	7 hours
Week 2:	Meeting the Needs of All Types of Learners (Elementary, Middle and Secondary)	35 Clock Hours
Day 6 F2F	The Differentiated Classroom and ELL	7 hours
Day 7 F2F	Overview of Special Education	7 hours
Day 8 F2F	Understanding Challenges: Poverty and Mental Health	7 hours
Day 9 F2F	Phonological Awareness K-8/The Reading Brain 7-12	7 hours
Day 10 F2F	Phonemic Awareness and Intro of Oral Lang K-8/Dyslexia and Essential Elements 7-12	7 hours
Week 3:	Best Practices in Content Area Teaching and Learning (Elementary, Middle and Secondary)	35 Clock Hours
Day 11 F2F	Arkansas Standards and Lesson Planning	7 hours
Day 12 F2F	Goal, Assessment Connection	7 hours
Day 13 F2F	Phonics K-8/Phonology and Decoding 7-12	7 hours
Day 14 F2F	Phonics II K-8	7 hours
Day 14 F2F	Excellent Professional Practice and Utilizing Technology 7-12	7 hours
Day 15 OL	ONLINE: Disciplinary Literacy	7 hours
Monthly Modules	Practical Application of Teaching and Learning (Elementary, Middle and Secondary)	56 Clock Hours
Day 16 F2F	September: Classroom Management and Parent Communication	7 hours
Day 17 OL	October: Special Education in Practice	7 hours
Day 18 F2F	November: Instruction That Works and Extended Thinking	7 hours
Day 19 F2F	December: Culturally Responsive Teaching	7 hours
Day 20 OL	January: Micro-Credential: Culturally Responsive Teaching	7 hours
Day 21 F2F	February: Classroom Management by Engaging Students in Learning and Using Assessment	7 hours
Day 22 OL	March: Phonics and Phonology: SOR Application K-8/ Encoding 7-12	7 hours
Day 23 F2F	April: SOR Application K-8/Permanent Word Storage 7-12	7 hours

APPEL Instructional Module Descriptions (Year One)

Y1, Orientation: An online session where teachers learn about Arkansas IDEAS as a resource of professional development and complete required professional development hours for initial teacher licensure.

Y1, Pro-Ethica: An online and self-paced training program for teachers. It is composed of a series of interactive modules with real-life scenarios related to educator relationships with students, the school and the community. It serves to guide educators through their most difficult ethical challenges. Completion is required for teacher licensure.

Y1D1: TESS and Ethics: In this lesson, participants will be introduced to Danielson's Framework for Teaching Domains and will explore excellent professional practices

Y1D2: Classroom Management and Time Management: In this lesson, participants will develop a personal classroom management philosophy, discover the connection between effective classroom management and teacher effectiveness, discover the importance of time management and its effect on classroom management, and create a proactive classroom management plan.

Y1D3: Engaging Students & Reflecting on Teaching: Emphasis on Domain 3C of the Danielson Framework and the importance of creating a habit of being a reflective practitioner.

Y1D4: Science of Reading (SoR) Overview K-8: In this lesson, participants will deepen their understanding of how the brain learns to read by understanding the connection between language and reading, identifying elements of scientific research, compare accepted research models for the science of reading, and understand that word recognition is foundational for reading. Additionally, students will learn that an explicit, systematic instructional approach to reading is the most effective way to teach most children.

Y1D4: The Right to Read Act 7-12: In this lesson, participants will understand the basics of literacy development and the current reality of literacy deficits in Arkansas, as well as the state's response to those realities.

Y1D5: The Science of Reading Overview II K-8: In this lesson, participants will deepen their knowledge about the science behind reading. Close analysis of theoretical models and explicit, systematic instruction are strong focuses. In addition, participants will be introduced to orthographic mapping and will explore resources to support teaching in the Science of Reading.

Y1D5: The Science of Reading Overview 7-12: In this lesson, participants will learn the four theoretical models of reading and how they relate to the science of reading. The models will be related to instructional practices, assessments, and interventions.

Y1D6: Differentiation and the English Language Proficiency (ELP) Standards: In this lesson, participants will be introduced the ELP Standards. Teachers will develop an understanding of the relationship between these standards and Arkansas Standards and NextGen Science Standards. Teachers will develop an understanding of appropriate goals and the charting of growth for their English Language Learners.

Y1D7: Special Education: In this lesson, participants will gain knowledge and understand their role in the foundation of educating students with disabilities in the special education referral process. Participants will also examine the two primary laws governing the education of children with disabilities: Section 504 of the Rehabilitation (1973) and the Individuals with Disabilities Improvement Act, (2004).

Y1D8: Understanding Challenges: Poverty and Mental Health: In this lesson, participants will develop awareness and empathy for the economic and mental challenges students face. Provide strategies to help students who face barriers to learning, and help new teachers communicate with families and connect them to the resources they need.

Y1D9: Phonological Awareness K-8: In this lesson, participants will gain an understanding of the phonological awareness continuum and how it is an umbrella term for all the sound units in our language from the largest to the smallest units. Connections will be made to brain research models, and the critical role phonological awareness plays in reading development. Students will have opportunities to practice effective strategies and activities for developing phonological awareness in students.

Y1D9: The Reading Brain 7-12: In this lesson, participants will focus on the various ways neuroscience and its emerging technologies can inform intervention and teaching practices.

Y1D10: Phonemic Awareness and Intro to Oral Language K-8: In this lesson, participants will deepen their understanding of the phonological awareness continuum by focusing on phonemic awareness. Participants will watch and practice strategies for teaching phonemic awareness to the advanced levels. Close attention is given to the different speech sounds (vowels and consonants) in the English language. In addition, there is an introduction to oral language and its impact on reading.

Y1D10: Dyslexia and Its Implications for Classroom Practice/Essential Elements 7-12: In this lesson, we examine how effective teaching demands knowledge of, and responsiveness to, individual student needs as well as an accompanying understanding of the instructional implications of those needs. This lesson also addresses the needs that arise from dyslexia. With 1 in 5 individuals on the dyslexia continuum, it is inevitable that teachers will have some dyslexic students in their classrooms.

Y1D11: Student-Centered Classroom: Arkansas Standards and Lesson Planning: In this lesson, participants will be equipped with effective tools to design lesson plans that engage students as they deepen understanding of big ideas and transfer their learning to new situations.

Y1D12: Student-Centered Classroom: Goal, Assessment Connection: Participants will learn to distinguish between the types and purposes of assessment, develop formative assessments that are tied to goals, incorporate the use of rubrics into assessment and student inclusion in the assessment process, determine if a student is falling behind and make appropriate interventions, communicate with families the results of all types of assessment, including standardized tests, and the rationale and philosophy of how the educator grades effort vs. achievement.

Y1D13: Phonics K-8: In this lesson, participants will develop knowledge of the role of phonics in promoting reading development by understanding: systematic, explicit phonics; implicit, incidental approaches to phonics; the difference between phonemic awareness and phonics skills; the relationship between decoding and encoding; the role of phonics in developing rapid, automatic word recognition; the alphabetic principal; and cognitive skills necessary for developing an adequate sight vocabulary.

Y1D13: Phonology and Decoding 7-12: In this lesson, participants will understand the basics of phonology and how it affects struggling readers at the secondary level. Participants will learn the basics of decoding, syllable types, and morphology. Examples of assessments for students with suspected reading difficulties will be given.

Y1D14: Phonics II K-8: In this lesson, participants will develop knowledge of the role of phonics in promoting reading development by understanding: how to teach irregular words; the six syllable types and division rules; the terminology of terms associated with phonics; the relationship between decoding, fluency, and comprehension; the development of phonics skills, automaticity, and fluency in individual students.

Y1D14: 7-12: Student-Centered Classroom: Excellent Professional Practice and Utilizing Technology in Teaching and Learning: Participants will possess a clear understanding of excellent professional practice and prepare for the first weeks of school and ensure the classroom teacher possesses an understanding of educational technologies and resources that can be utilized in lesson planning, record keeping, and enhancing, supporting, transforming, and assessing student learning.

Y1D15: Student-Centered Classroom: Disciplinary Literacy: In this lesson, participants will be introduced to the concept of disciplinary literacy. Each participant will develop an understanding of disciplinary literacy so that content-specific strategies will be incorporated into his/her classroom.

Y1D16: Classroom Management and Parent Communication: Participants will analyze their personal classroom management philosophy and their classroom management plan to determine its effectiveness, and make a connection of effective teaching and effective classroom management according to TESS. Understand how to establish communication with parents that is ongoing, respectful and reciprocal that is thoughtfully planned out.

Y1D17: Online Module: Special Education in Practice: The purpose of this module is to provide participants with the practice necessary to understand free appropriate education (FAPE) provided to students with disabilities in the least restrictive environment (LRE)- the general education classroom. This module includes basic understanding of laws related to educating children with disabilities and identifying characteristics of learners who are identified in the disability categories recognized by Arkansas.

Y1D18: Instruction That Works and Extended Thinking: In this lesson, participants will outline ways to identify students' needs, interests, and increase the depth of knowledge. Characteristics of intelligence and ways teachers can foster them in all students will be addressed. Teachers will examine instructional strategies for differentiation and provide examples of how these strategies can be used to extend student thinking. The growth and fixed mindset theory will be discussed. Participants will also identify the characteristics of gifted students and describe particular instructional strategies to effectively meet their needs.

Y1D19: Culturally Responsive Teaching: In this lesson, participants will understand that a framework of understanding is needed to become a culturally responsive teacher. Participants will focus on Awareness, Zaretta Hammond's first component of the Ready for Rigor framework. The framework organizes key areas of teacher capacity building that set the stage for helping students move from being dependent learners to self-directed, independent learners.

Y1D20: Online Module: Culturally Responsive Teaching Micro-Credential: In this lesson, participants will complete the micro-credential within the BloomBoard platform and submit the micro-credential for assessment. Participants will be given focused feedback by the assessor and will be given the opportunity to Earn the micro-credential for professional development purposes.

Y1D21: Classroom Management by Engaging Students in Learning and Assessment: In this lesson, will be empowered with tools to create highly engaged classrooms that increase student learning using assessments.

Y1D22: Online Module: Phonics and Phonology: SoR Application K-8: In this lesson, participants will develop knowledge of the role of phonics in promoting reading development, develop a deeper understanding of phonological and phonemic awareness, orthographic mapping and sight word learning, and phonological and phonemic awareness activities using picture books.

Y1D22: Online Module: Encoding 7-12: In this lesson, participants will explore the encoding side of phonics. An explanation will be made of the stages of development, concepts, and skills students must progress through to become capable spellers. Just as with decoding, encoding skills should be mastered by the end of elementary school, but there are advanced skills and concepts older students must continue to practice. Information about what encoding instruction looks like for middle school and secondary students is covered, also.

Y1D23: SoR Application K-8: In this lesson, participants will learn and define important terms used in phonics instruction, apply the six “spelling rules,” understand the difference between reading patterns and spelling patterns, and the difference between regular and irregular words in reading and spelling.

Y1D23: Permanent Word Storage 7-12: In this lesson, participants will examine how we read, remember words and understand that permanent word storage leads to better instruction. Discussions will explore how word-level reading and sight vocabulary work, why some children struggle in these areas, and what effective instruction for struggling students should include.

APPEL Year 2 Admission and Post Application

Year 2 Admission

Admission Requirements for Year 2:

- Successful completion of first year of teaching
- Successful completion of all first year Instructional Modules
- Submission of Year 2 online application
- Full payment of Year 2 program fee
- All conditions of Year 1 Conditional Enrollment Agreement met (if applicable)

APPEL teachers who have successfully completed the first year must apply to the second year of the program. The Year 2 APPEL online application will be available from March through end of the first week of June each year.

To apply eligible participants should:

- Go to www.arkansased.org click “A”, click the APPEL link and under related links click APPEL Online Application.
- Complete the Year 2 online application.
- Accepted applicants will receive via email details on how to submit payment of the program fee.
- If electronic payment is unavailable, payment may be submitted via cashier’s check or money order. DO NOT send personal checks or cash. All personal checks will be returned and application process halted until proper form of payment is received.
- Payment may be made by cashier’s check or money order and must be received by the APPEL office NO LATER THAN the first day of June instruction.

Year 2 Post Application

- Within 7-10 business days of receipt of the on-line application and the payment participants will receive an email verifying acceptance for Year 2, to include the Second Year Employment Eligibility Form.

Year 2 Site Assignment and Teaching License

Site Assignment

Second year participants should continue to attend modules at the same site attended in the first year. However, if circumstances are such that a move must be made, then participants will be assigned to a new site. The participant will request via email to the APPEL Program Advisor to be moved, clearly explaining the reasons why they must move, then if approved, arrangements will be made.

Requirements for Maintaining License for APPEL Year 2

- Unconditional admission to Year 2 of APPEL
- Successful completion of the Year 2 Summer Academy
- Documentation of appropriate employment by submission of the completed and signed Year 2 Employment Eligibility Form
- Continue in a Teacher of Record position for Year 2

Teacher Preparation Instructional Modules

Year 2

<i>Summer (June) or (July) Cohort</i>		
	Days 1-10 Summer Regional Sites	
Week 1:	<i>Standards Based Curriculum and Assessment (Elementary, Middle and Secondary)</i>	<i>35 Clock Hours</i>
Day 1 F2F	Oral Language/Fluency K-8 and Vocabulary 7-12	7 hours
Day 2 F2F	Oral Language/Fluency II K-8 and Vocabulary II 7-12	7 hours
Day 3 F2F	Focused Instructional Strategies to Increase Rigor and Relevance	7 hours
Day 4 F2F	PLCs in Action	7 hours
Day 5 F2F	Unpacking Formative Assessment	7 hours
Week 2:	<i>Meeting the Needs of All Learners (Elementary, Middle and Secondary)</i>	<i>35 Clock Hours</i>
Day 6 F2F	Vocabulary/Morphology K-8 and Morphology/Etymology 7-12	7 hours
Day 7 F2F	Vocab/Morphology II K-8 and Morphology/Etymology II 7-12	7 hours
Day 8 F2F	Inspiring the Best in Students	7 hours
Day 9 F2F	Closing the Achievement Gap	7 hours
Day 10 F2F	Brain Power- Teaching with the Brain in Mind	7 hours
Week 3:	<i>Developing Excellence in Professional Practice</i>	<i>35 Clock Hours</i>
Day 11 F2F	Comprehension K-8 and Content Area Reading Strategies 7-12	7 hours
Day 12 F2F	Comprehension II K-8 and Content Area Reading Strategies II 7-12	7 hours
Day 13 F2F	edTPA Bootcamp: Task One: Planning for Instruction and Assessment	7 hours
Day 14 F2F	edTPA Bootcamp: Task Two: Instructing and Engaging Students in Learning	7 hours
Day 15 F2F	edTPA Bootcamp: Task Three: Assessing Student Learning	7 hours
Monthly Modules	<i>Demonstrating Pedagogical Knowledge and Skills</i>	<i>56 Clock Hours</i>
Day 16 F2F	September: Getting Started with edTPA	7 hours
Day 17 OL	October: Task One: Planning Commentary	7 hours
Day 18 F2F	November: Task Two: Instruction Commentary	7 hours
Day 19 OL	December: Task Three: Assessment Commentary	7 hours
Day 20 OL	January: Wrapping Up Your edTPA Portfolio	7 hours
Day 21 F2F	February: edTPA Review	7 hours
Day 22 OL	March: edTPA Submission	7 hours
Day 23 F2F	April: FOR Test Preparation K-8 and Professionalism 7-12	7 hours

APPEL Instructional Module Descriptions (Year Two)

Y2D1: Oral Language/Fluency K-8: Currently under construction description to come

Y2D1: Vocabulary 7-12: Currently under construction description to come

Y2D2: Oral Language/Fluency II K-8: Currently under construction description to come

Y2D2: Vocabulary II 7-12: Currently under construction description to come

Y2D3: Focused Instructional Strategies to Increase Rigor and Relevance: In this lesson, participants will be introduced to the edTPA submission as a requirement of the APPEL program and its relationship with Danielson and InTASC standards. The lesson also introduces the Rigor and Relevance Framework which was developed by The International Center for Leadership in Education. Lesson plan development using this framework in conjunction with Marzano's, instructional strategies will produce higher level thinking skills in all students.

Y2,D4: How to Make the Most of Professional Learning Communities: In this module participants will understand the qualities of an effective PLC, develop an understanding of the common vocabulary and concepts of a PLC, understand how to implement PLCs that benefit both students and educators, assess the current reality of their school district's successes in implementing PLCs and in using data driven decision-making, understand the obstacles of an effective PLC and analyze possible solutions to overcome the obstacles and reflect on how a virtual PLC can add to his/her effectiveness in the classroom.

Y2D5: Unpacking Formative Assessment: In this lesson, participants will unpack the Formative Assessment process to deepen the understanding of effective formative assessment techniques. The teacher will develop ways to help students understand learning goals and criteria for success, design assessments that elicit evidence of learning and engage every student, and plan for feedback that students will use to move their learning forward. Teachers will reflect on their past formative assessment practice and set specific goals for growth.

Y2D6: Vocabulary/Morphology K-8: Currently under construction description to come

Y2D6: Morphology/Etymology 7-12: Currently under construction description to come

Y2D7: Vocabulary/Morphology II K-8: Currently under construction description to come

Y2D7: Morphology/Etymology II 7-12: Currently under construction description to come

Y2D8: Inspiring the Best in Students: In this lesson, participants will collaborate to produce methods and resources to address a four-step process in inspiring ALL students. They will learn how to build rapport with students and demonstrate respect, ensure safety (free of bullying) and create a positive class culture with high expectations for all students in word usage and actions.

Y2D9: Closing the Achievement Gap: In this lesson, participants will identify teaching and learning factors that help face the achievement gap and close it. Participants will identify personal biases that affect teaching and reflect on practice, which improves implicit bias.

Y2D10: Teaching with the Brain in Mind: In this lesson, participants will deepen their understanding of the implications of brain research on our brains and students' lives. Participants will create a non-linguistic representation of the seven components of Brain-Based Teaching and how it relates to their content area.

Y2D11: Comprehension K-8: Currently under construction description to come

Y2D11: Content Area Reading Strategies 7-12: Currently under construction description to come

Y2D12: Comprehension II K-8: Currently under construction description to come

Y2D12: Content Area Reading Strategies II 7-12: Currently under construction description to come

Year Two Days 13-22 are focused on the edTPA assessment process and submission of a portfolio. edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.

Y2D13: edTPA Boot camp: Planning for Instruction and Assessment: Breakdown and detailed instruction directly related to the completion of edTPA Task One.

Y2D14: edTPA Boot camp: Task Two: Instructing and Engaging Students in Learning: Breakdown and detailed instruction directly related to the completion of edTPA Task Two.

Y2D15: edTPA Boot Camp: Task Three: Assessing Student Learning: Breakdown and detailed instruction directly related to the completion of edTPA Task Three.

Y2D16: Getting Started with edTPA: Breakdown and detailed instruction directly related to the submission of the edTPA online portfolio.

Y2D17 Online: Task One: Planning Commentary: Facilitated guidance and review of completed Planning Commentary (Task One) of edTPA process.

Y2D18: Task Two: Instruction Commentary: Facilitated guidance and review of completed Instruction Commentary and Video (Task Two) of edTPA process.

Y2D19 Online: Task Three: Assessment Commentary: Facilitated guidance and review of completed Assessment Commentary (Task Three) of edTPA process.

Y2D20: Online: Wrapping Up Your edTPA Portfolio: Completing the process to prepare for online submission process of edTPA portfolio.

Y2D21: edTPA Review: Facilitated guidance and review of the edTPA portfolio requirements and receive feedback on the edTPA portfolio prior to final submission.

Y2D22: Online: Submitting the edTPA Portfolio: Participants submit the edTPA portfolio using the Pearson ePortfolio system.

Y2D23: Foundations of Reading (FOR) Test Preparation K-6: In this lesson, participants will review ACT 416 of 2017 describing who is required to take the stand-alone reading assessment, learn about the purpose of the FOR test and its format and the assessed content, explore the FOR website including preparation activities and learn about other available resources.

Y2D23: Professionalism 4-12: This module will demonstrate the necessity of professionalism in the teaching profession and how it relates to TESS.

APPEL Teaching Assignment Requirements

Teaching Assignment Requirements

APPEL teachers must secure appropriate employment as teacher-of-record to continue in the program beyond the first year of summer instruction. To be eligible to receive the two-year Provisional license and attend monthly modules during the school year, participants must be employed:

- as a classroom teacher of record, teaching in the licensure area/level for which they are eligible to license,
- for a minimum of three (3) hours per day (part-time or full-time),
- in a traditional classroom setting in an Arkansas public school, charter school, or education service cooperative, or
- in an accredited private school setting that offers a DESE approved mentoring program

Note: If appropriate employment is not secured by October 1, in the year of admission to APPEL, the participant shall be placed on “hold” for a period not to exceed one year. Participants are given three consecutive years in which to teach for two years in the program. A participant on “hold” will not be issued a license. The participant should continue to search for employment during the on “hold” year.

APPEL Pedagogical Requirements for Program Completion

All APPEL teachers are required to submit a scoreable portfolio submission to edTPA®. edTPA® is a teacher assessment process which includes a review of a teacher's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each teacher's ability to effectively teach his/her subject matter to all students.

If the edTPA portfolio score is Incomplete or the passing score listed below is not obtained, the APPEL teacher can either resubmit the portion(s) of edTPA that received an incomplete or all or any portion of edTPA to attempt to make the passing score.

If the teacher does not attempt a re-score or upon re-score does not obtain a passing score, then they must take and pass the appropriate Principles of Learning and Teaching exam in order to complete the APPEL program for recommendation for the Standard Teaching License.

The initial cost of the edTPA fee is paid through a voucher via the APPEL program. The teacher is responsible for any cost incurred in the retake process for edTPA and/or the fee for the Principles of Learning and Teaching exam.

The following score is required on the pedagogical assessment for an eligible APPEL teacher to be considered an APPEL Completer and recommended for the Standard Teaching License:

edTPA (Teacher Performance Assessment)

13 Rubric Handbook- 32

15 Rubric Handbook- 37

18 Rubric Handbook- 44

Principles of Learning and Teaching (PLT)

Elementary K-6 5622: PLT K-6: 160

Middle Childhood 4-8 5623: PLT 5-9: 160

Secondary 7-12 5624: PLT 7-12: 157

Any K-12 or 4-12 Subject Areas can take any of the above listed PLT exams

All Foreign Languages K-12 5841: World Languages Pedagogy: 158

APPEL Program Completion Requirements

Recommendation is made by APPEL to the Office of Educator Licensure for the Provisional Arkansas Teaching License to convert to the five-year Arkansas Standard Teaching License when the following conditions are met and verified by the APPEL office:

1. Successful completion of two years of teaching experience as teacher of record.
2. Successful completion of all APPEL Instructional Modules, including in class and out of class assignments, and any outstanding assignments.
3. Completion of the final culminating assessment (edTPA).
4. For Middle Childhood (4-8) participants (if applicable), a passing score report for the second content assessment.
5. Passing score on the pedagogical assessment: The edTPA content specific teacher performance assessment OR Principles of Learning and Teaching (PLT) directly corresponding to the licensure grade level (i.e., K-6, 4-8 or 7-12) during the provisional licensure period or the specific Praxis pedagogical assessment (i.e., World Language Pedagogy) for the particular subject area taught during the provisional licensure period.
6. For Elementary K-6 participants, a passing score on the required Foundations of Reading assessment.
7. Completion of all required additional coursework with a syllabus and transcript and/or certificate of completion submitted to the APPEL office.
8. Documentation of completion of the required professional development through the Arkansas IDEAS Portal as indicated in the DESE Rules Governing Educator Licensure.
9. Official license application for the Standard Arkansas Teaching License completed, and signed, and submitted by the applicant to the APPEL office.
10. Proof of licensure fee payment with receipt submitted by the applicant with the license application.

NOTE: The Department may issue a one-year Provisional License to an applicant for a Standard License under certain stipulations as outlined in the DESE Rules Governing Educator Licensure.

APPEL Critical Academic Shortage Areas and High Poverty Designation Grants

As funds are available, state-supported grants are awarded to APPEL participants who teach in public schools in critical shortage subject areas and/or high poverty schools or school districts. Each year the DESE designates Critical Academic Shortage Areas and High poverty schools, High poverty charter schools and High poverty districts based on the definitions below. APPEL grants are awarded in the spring semester of Year 1. Participants receive an invitation to apply for a grant, and are notified of their grant status by the APPEL office. Awards are granted as follows:

Grant Awards (awarded for each of the criteria where eligible):

Critical Shortage Subject Area: \$500.00

High-poverty school: \$250.00

High-poverty district: \$250.00

High-poverty charter school: \$250.00

Definitions:

“Critical Shortage Subject Area” means pursuant to A.C.A. § 6-81-601 et seq. and A.C.A. § 6-85-109, the Division of Elementary and Secondary Education designated areas as critical academic shortage for the current school year.

“High-poverty charter school” means an Arkansas open-enrollment public charter school in which seventy percent (70%) or greater of the previous school year’s enrolled students are national school lunch students as defined in § 6-20-2303.

“High-poverty district” means an Arkansas public school district in which seventy percent (70%) or greater of the previous school year’s enrolled students are national school lunch students as defined in § 6-20-2303.

“High-poverty school” means an Arkansas public school in which seventy percent (70%) or greater of the previous school year’s enrolled students are national school lunch students as defined in § 6-20-2303.

“Public School” means a school serving students in any of grades K-12 that is assigned a local education agency (LEA) number by the ADE.

APPEL Retention, Disciplinary, Attendance and Appeals Policies

Retention in APPEL Program

Following acceptance to the APPEL program, a participant's good standing will be periodically reviewed during and upon completion of Year 1 and during and upon completion of Year 2 and possibly revoked if:

- the participant fails to exhibit responsible and professional behavior in all classes, within the teaching position, and interactions with peers and faculty, as judged by the program staff, mentor teachers, and other school personnel.
- the participant violates the rules and or policies governing the program, the Code of Ethics for Arkansas Educators or criminal law.
- the participant submits all work in the required format and receives 60-69 percent of the possible points for the work completed, the participant will be placed on probation. Participants who are placed on probation will be given the opportunity to resubmit the required work as outlined in the grading comments submitted by the site facilitator.
- the participant scores 59 percent or lower on the daily assignments/assessments overall and fails the Summer Academy they will be dismissed from the program and ineligible for licensure.
- the participant scores 59 percent or less overall on monthly assignments/assessments the participant will be dismissed from the program and the license will be rescinded.
- the participant is suspected of having presented non-original work or has shared their work with other participants (outside of the group work assignments) the participant is at risk of being dismissed from the program. Academic honesty is taken seriously and APPEL reserves the right to request additional information and conduct an investigation regarding any suspicious materials presented by an APPEL participant. Please be advised that the site facilitators may elect to use an electronic plagiarism checker if they suspect work is not original.
- the participant is suspected of presenting non-original work, the process for investigation of suspicious work will include, but is not limited to, requesting additional materials regarding the suspect work from the APPEL participant. The APPEL Program Advisor may require participants to attend a meeting in Little Rock where they will be expected to answer additional questions regarding their work. If the participant's work is found to be non-original, the individual will be dismissed from APPEL. Decisions regarding suspicious work may be appealed to the Unit Coordinator, Office of Educator Effectiveness.
- the participant has excessive absences over the allowable time, which could result in the participant having to repeat the entire program, being dismissed from the APPEL, and/or a rescinding of the teaching license.

- the participant's knowledge, skills, and dispositions are judged by two or more program site facilitators and/or the mentor teacher or an evaluator to be unsatisfactory. Program Advisors will conduct a review. An unsatisfactory review yielding documentation by two or more of the above-mentioned persons will result in the participant attending a counseling meeting in Little Rock, which might include the facilitators, mentor, or evaluator which could result in dismissal from the program. Decisions regarding dismissal may be appealed to the Unit Coordinator, Office of Educator Effectiveness.

Disciplinary Policy

APPEL participants will receive information regarding expectations related to professionalism and disposition during all training components. Participants who do not adhere to these policies are at risk of being dismissed from APPEL. Participants who do not conduct themselves as professionals will receive one demerit for each minor incident. Site facilitators will keep a record of infractions, and demerits will be issued as explained in the following section. When a total of five demerits are reached (for any combination of minor infractions) a “red card” disciplinary form will be issued. For major violations (as determined by the APPEL Program Advisor) disciplinary action may immediately be enforced. Expectations include, but are not limited to, those listed below:

1. When a total of five demerits are reached a “red card” disciplinary form will be issued.
2. Site facilitators will counsel with the participant and work out an improvement plan. This form and plan will be on file with DESE.
3. If a second form is issued, the participant will be required to meet with program officials at DESE for a disciplinary hearing.
4. As a result of this hearing, the participant may be dismissed from the program and will not be allowed to reapply.
5. Participants who have had their license revoked or who have breached a contract will not be allowed to continue or be readmitted to the APPEL program.
6. Non-renewal of job position for any reason other than reduction in force will result in dismissal from the program and the participant will not be allowed to reapply.
7. If a participant is placed on an improvement plan and no improvement is made as documented by the site facilitators and/or the school administrator, the participant will be dismissed from the program and will not be allowed to reapply.

Tardiness and Leaving Early

- Participants are expected to arrive for all training sessions in adequate time to be checked in and in their seats at the time indicated on the schedule.
- Participants are expected to remain in the training session until dismissed. This includes the first session of the day, after breaks, lunch, and following the transition between whole group and small group activities.
- Participants who are more than five minutes late will be considered tardy.
- Participants who do not adhere to the tardiness/leaving early rules will receive one demerit for each incident.

Professionalism

Participants are expected to present themselves as teaching professionals. This professionalism should be apparent in how participants:

- Dress in business casual attire
- Maintain a positive demeanor
- Treat peers as professionals, recognizing the diverse backgrounds of other members
- Welcome the participation of fellow participants
- Refrain from using profane or sexually harassing language
- Respectful behavior toward presenters and facilitators
- Participants are required to complete online ethics training provided through an account provided by the program before beginning the teaching position in August
- Participants who do not present themselves as professionals will receive one demerit for each incident.

Job Action (Strike)

In the event of a job action (strike) by teachers at the employing district, the APPEL participant is required to report to work as usual. Failure to report to work due to participating in a job action will result in administrative withdrawal from APPEL with loss of fees and the teaching license will be rescinded.

Please refer to the DESE rules for the “Code of Ethics for Arkansas Educators” for information regarding loss of teaching position for violation of the code. Participants are responsible for adhering to the Code of Ethics for Arkansas Educators. If an APPEL participant is found to have violated one of these standards, he/she may be administratively withdrawn and his/her license will be rescinded.

Attendance Policy

Since APPEL is an accelerated teacher-training program, attendance at all training sessions is required. Participants may be absent for a maximum of one day, during the Summer Academy or monthly face-to-face sessions, for valid reasons other than illness or emergency.

If absent for the maximum one day, then the participant must complete an additional assignment given by the Site Facilitator which will be a minimum of seven clock hours equivalent on the missed module topic. This assignment could be through professional development portal or taken from mentoring resources and is left to the discretion of the Site Facilitator.

If a second absence is requested, then an absence request must be submitted in writing to the APPEL Program Advisor and the APPEL Site Facilitator. A half-day (four hours) absence may be granted under the following circumstances:

- If the absence is during Summer Academy due to an interview, then the participant must return to class the next day with a signed interview form, or an email of support from the interviewer or email from the school district human resources administrator or immediate supervisor.
- If the absence is during a monthly face-to-face module, a letter/email of support from the employing school district human resources administrator or immediate supervisor and any supporting documentation must be submitted.
- An absence request for the Summer Academy or monthly sessions must be submitted as soon as the participant knows of a date conflict. If another site is available during the monthly sessions, the participant will attend the alternate site.
- If approved, the participant will be responsible for all regular assignments in addition to a make-up assignment, if deemed necessary, assigned by the site facilitator.

In case of an emergency or illness that leads to an absence during the Summer Academy or monthly sessions, the participant must:

- Submit a written explanation along with the appropriate documentation.
- The written documentation should be submitted to the APPEL Program Advisor no later than three (3) days following the emergency or illness.
- If approved, the participant will be responsible for the regular assignments in addition to any make-up assignments designated by the site facilitator.
- The absence may not exceed two days. The APPEL office reserves the right to send a participant to another site for regular assignments.

- If a participant has a medical reason supported by medical documentation that leads to missing more than the four allowable hours of the regular Summer Academy, he/she can request up to a two-day medical leave. This request must include a letter outlining the reason for missing the session and must include medical documentation. If approved, the participant will be required to make-up the missed sessions in the late summer group.

- Should this occur during a monthly module, the participant will be required to attend the module at another site.
- If all monthly sessions for that month have been completed, the participant may be required to attend a make-up session in May.
- In addition, the APPEL participant must complete a prescribed course through Arkansas IDEAS in order to maintain eligibility.

Any absence over the allowable time outlined above during the Summer Academy or monthly modules, no matter the reason, will not be approved. This could result in the participant having to repeat the entire program, being dismissed from APPEL, and/or rescinding of the teaching license. Any participant who misses a module and the required make-up session will be dismissed from the program.

Every candidate may not be suited for a teaching position. APPEL reserves the right to dismiss candidates who do not possess the dispositions necessary to work with children. It is expected that all participants will agree to and abide by the guidelines set forth in this catalog.

Appeals of any decisions regarding any participant are to be made in writing. The first level of appeal is to the APPEL Program Advisor. If the participant does not agree with the decision rendered, then the second level of appeal is to the Office of Educator Preparation, Unit Coordinator. If the participant does not agree with the decision rendered, then the third and final level of appeal is to the Assistant Commissioner, Educator Effectiveness and Licensure. Appeals should not be directed to any other ADE personnel, nor should any level be skipped.

APPEL Instructional Sites Policies

APPEL instructional sites are regionally located throughout the state of Arkansas. Participants are assigned to a site based upon the preferences indicated on the application. However, if a preferred site is full, the participant may be assigned to an alternate site determined by the APPEL Office.

Participants are notified of their site assignment at orientation. Requests for change in site assignment must include a valid reason, and must be made in writing within seven (7) days of Orientation. Changes will not be made at Orientation. If the preferred site is full, a change will not be made.

If a participant does not receive a site assignment, he/she should e-mail the program advisor immediately after the Orientation so that the appropriate assignment may be made. No changes to site assignments will be made at the Orientation.

The following policies are in place and are monitored and enforced by the facilitators at each site.

Once a participant begins Instructional Modules (IM) at an assigned site, he/she must continue to attend modules at that site for the duration of the program.

Codes, rules and by-laws of the host institution are enforced and are to be adhered to. This includes no smoking at any Arkansas public school or Institution of Higher Education.

Participants will:

- Arrive on time for each IM.
- Be present for the entire IM each day.
- Actively engage in all IMs.
- Conduct themselves professionally at all times.
- Restrict the use of cell phones to before/after class and during planned breaks ONLY.

Participants will not:

- Bring children to IM sessions.
- Read, chat, text, listen to headphones, grade papers, etc. during IMs.

If a participant is asked to surrender a cell phone for the remainder of the day, he/she should do so willingly. Failure to follow the request of the site facilitator will result in a red form citation.

Participants are expected to demonstrate a positive attitude toward their students, the APPEL program, site facilitators and the teaching profession.

Disability Accommodations Policy:

If you have self-identified as a student with a disability that means that you are the person to disclose to DESE APPEL that you have a disability and that you require services. You will need to indicate on your APPEL application that you have a disability and need services AND complete the Disability Accommodation Request form.

You will find the form at this address:

<https://acrosser.wufoo.com/forms/z1ddjdqq0md55kq/>

This request form must be completed and documentation uploaded to be considered for an accommodation. The request form (with or without the APPEL application) should be submitted at least four weeks prior to the start of APPEL Summer Academy by May 1st. This is so we can help to ensure that arrangements and accommodations can be made before your arrival. The more time the staff has to make these arrangements, the easier the transition to APPEL will be.

An accommodation is:

- provided based on specific needs of a student with a documented disability
- determined by DESE APPEL on a case-by-case basis
- provided for students whose needs require great intervention, such as live American Sign Language (ASL) interpreters or lecture transcripts for live courses
- for circumstances that are difficult to anticipate and prepare for

Please have your documentation available before beginning completion of this form. That way it can be easily uploaded.

Documentation Criteria

In order to receive services from DESE APPEL, your file must contain documentation of your disability. The records kept in our office are confidential and are not part of your academic record. In general, documentation should include:

1. Specific diagnosis and description of the disability, including an indication of the duration of the disability.
2. Names of any standardized tests that were given to determine the disability.
3. Description of any treatment related to your disability.
4. Description of the probable impact of the disability in an academic setting.
5. For the diagnosis of a specific learning disability, objective evidence of a substantial limitation to learning must be provided. At a minimum, the evaluation must address aptitude, achievement and information processing.
6. The documentation must be written on the professional's official stationary.

Information provided by the professional will be considered when making decisions about the student's request. Final accommodation decision rests with the program office.

Reasonable accommodations are provided modifications which make a facility or program accessible, allowing a qualified individual with a disability equal opportunities.

The Americans with Disabilities Act (ADA) requires reasonable accommodations as a way to overcome barriers that limit opportunities for otherwise qualified individuals with disabilities.

Other APPEL Policies

Accommodations (See Disability Accommodations Policy)

If any member of the cohort has a documented disability and needs special accommodations, the site facilitator will work with the student and DESE to provide reasonable accommodation to ensure the student a fair opportunity to perform in this program. In order to plan for optimum success, please advise the DESE Program Advisor and the APPEL Site Facilitator of the disability and the desired accommodation(s) as soon as possible. Participants are strongly encouraged to notify these persons before the first week of classes. Without ample planning/preparation time, the program cannot assure the availability of needed accommodations in a timely manner.

Academic Honesty

The policy regarding “Academic Honesty” as stated in the APPEL Handbook will be fully adhered to in this program. Appropriate citation is critical. Participants caught cheating or plagiarizing work may receive a “F” for the assignment and/or for the module. The participant must keep assignments on record. If a copy of outside work becomes lost or misplaced, the burden of proof is on the participant. **Academic dishonesty is a serious offense. It can result in module failure and/or expulsion from the APPEL program.**

Cheating

Cheating involves obtaining grades fraudulently. It includes, but is not limited to: copying, or allowing another to copy, answers during an examination; giving or receiving test answers by signal; copying someone else’s assignments; writing an assignment for someone or having one written for you; Plagiarism.

Plagiarism

Webster’s Encyclopedia Unabridged Dictionary of the English Language defines plagiarism as “*The appropriation or imitation of the language, ideas and thoughts of another and representing them as one’s original work.*” To avoid plagiarism, you must provide a citation whenever you use:

Someone else’s actual spoken or written words or paraphrases thereof;

Someone else’s graphs, charts, tables, or other illustrations;

Someone else’s thought, conclusion, or premise;

Facts that are not common knowledge;

Materials found on or copied from the Internet, whether or not they are posted for public use.

If the originality of your work is questioned, you will be required to produce working documents (notes, outlines, rough drafts, photocopies, etc.) that confirm authorship. You also must demonstrate detailed knowledge when quizzed.

Participation

In order for a learning community to be effective we all must be responsible for helping one another understand module concepts. Effective participation in collaborative learning

assignments, doing one's fair share of the work, and providing helpful feedback to peers are all important behaviors in this program.

In addition to mastery of module objectives, students will be assessed on their ability to express themselves effectively in both oral and written forms, on their ability to work collegially with their peers, and on their ability to contribute positively to the work of their group. Class participation is thought of in terms of attendance, relevant questions and comments to stimulate discussion, and willingness to listen and respond to others thoughtfully. Participation can take many forms (listening, speaking, reflecting, supporting) in various formats (small groups, large group, pairs). Please be respectful of other students' opinions and questions. Also, be aware of how your non-verbal behavior influences the quality of interactions from your peers. Participants will be evaluated and participants will self-evaluate based on the provided rubric.

Evidence of positive and successful contributions include attendance, preparedness, participation, Moodle posts, performance on exams, completion of graded and homework assignments, etc.

Assessment Rubric for Requirement #1 Contributions to Learning Community

Highly Effective Contributor	Active Contributor	Minimal Contributor	Unacceptable
Attended every class session, and some optional sessions such as test reviews, speakers, workshops, etc.	Attended all class sessions or missed one session but with acceptable, documented reason. Notified instructor ahead of time and/or made up missed work.	Missed 1 or 2 class sessions. In each case notified instructor and made up work.	Missed more than 2 class sessions, or missed 1 or 2 sessions and failed to notify instructor or make up work.
Always Punctual and Prepared.	Late or unprepared 1 time.	Late or unprepared, or leaves class early, 2 times.	Late for 3 or more class sessions, or unprepared 3 or more times.
Positive approach and "claims" education.	Positive approach and "receives" education.	Approach neither positive nor negative.	Unprofessional attitude.

All work prepared thoroughly and thoughtfully, handed in on time.	All work handed in on time.	One or two assignments handed in late, or poorly done.	More than two assignments late, or poorly done.
Actively engaged during class. Contributions add greatly to quality of class sessions.	Often engaged during class. Contributes ideas freely and willingly.	Sometimes engaged. Infrequent sharing of ideas, etc.	Little engagement with class activities, rarely volunteers ideas, contributions unrelated to topics, complains rather than problem-solves.
Able to accept and act upon constructive criticism in reflecting, revising work, and seeking growth.	Often able to accept constructive criticism but does not fully implement recommendations for growth.	Sometimes accepts constructive criticism and/or may not be able to see how to use constructive criticism for growth.	Does not accept or act upon constructive criticism in reflecting, revising work, and seeking growth.
Provides leadership in collaborative work and does more than a fair share of the work. Provides helpful feedback to peers.	Works well with others. Does fair share of work.	Meets and works with group. Does what is assigned, no more or less.	Does not work well with group members. Conflicts are not resolved in positive fashion. Does less than fair share of work.
• 90-100 points	• 80-89	• 70-79	• below 70 points

This will have the effect of lowering your final grade by one full grade (i.e., a "B" becomes a "C", an "A-" becomes a "B-", etc., no matter what the other categories are rated.)

Class Evaluation

In addition to an opportunity for discussion/discourse during class time, the participant will be given an opportunity to evaluate the instruction and module content at the end of each module.

Glossary

Accredited College or University - means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

Administrative withdrawal – automatic dismissal from APPEL as a result of noncompliance with the Rules Governing Educator Licensure or as a result of violation(s) of the policies in the APPEL Participant Handbook. Under this condition the teaching license is revoked and all program fees are forfeited.

Appropriate employment - employment as teacher-of-record, teaching a minimum of three hours per day (part-time or full-time) in the appropriate licensure area(s):

- in a traditional classroom setting in an Arkansas public school, charter school, or education service cooperative, or
- in a traditional classroom setting in an Arkansas private school (under certain conditions)

Note: Teaching in an environment that is 100% computer-based instruction is necessarily considered appropriate employment for APPEL. Contact the APPEL Program advisor for guidance on these types of teaching jobs. A teaching position that requires a license in Special Education K-12 is NOT appropriate employment for APPEL.

Arkansas IDEAS- means Internet Delivered Education for Arkansas Schools, a partnership between the DESE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high quality, online professional development for Arkansas licensed educators.

Charter School- includes an open-enrollment public charter school, limited enrollment public charter school, conversion public charter school, or other type of public charter school authorized under Arkansas law.

Code of Ethics – the Code of Ethics for Arkansas Educators established by the Professional Licensure Standards Board under Ark. Code. Ann. 6-17-422.

Conditional enrollment – Any situation that exists that prevents acceptance into the program without contingent situations. A participant on conditional enrollment must satisfy all contingencies by the specified date in order to satisfy enrollment requirements. Should the contingencies not be resolved by the date agreed upon, the participant will be administratively withdrawn from the program.

Dispositions – are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by

beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

edTPA©- The program's capstone experience. edTPA© is a teacher assessment process which includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students. A passing score on edTPA allows APPEL to recommend an eligible participant for a Standard Arkansas Teaching License.

On hold – Temporary, (not to exceed one year), separation from APPEL due to necessary extended absence, not meeting all requirements under a Conditional Enrollment or the inability to secure appropriate employment. If an APPEL participant attends any summer Instructional Modules but does not secure appropriate employment (or requires extended absence) he/she may be released from the program until the following year, or until appropriate employment is secured. Fees are not refunded but are carried over to the next year. A participant “on hold” is not issued a license.

Passing Score- for a state-mandated assessment for licensure means the cut score on the assessment required the State Board. A passing score on a licensure assessment approved by the State Board before the currently approved version of an assessment will be accepted for three (3) years after the date the State Board discontinued or replaced the assessment provided the passing score was achieved before the date the assessment was discontinued or replaced.

Principles of Learning and Teaching (PLT)- The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. If an APPEL participant does not pass the edTPA, then they are required to pass the PLT. A passing score on PLT allows APPEL to recommend an eligible participant for a Standard Arkansas Teaching License.

Provisional License -a temporary license issued by the State Board that allows the license holder to teach or work in Arkansas schools.

Red Form Citation – a formal, written, documented reprimand for such infractions as (but not limited to) insubordination, late assignments, excessive tardiness, inappropriate behavior, or any violation of the Arkansas Standards of Professional Conduct. Red Form Citations result in review by APPEL. Two red form citations will result in administrative review with possible withdrawal from the program (with a loss of fees) and the teaching license will be rescinded.

Standard License -a five-year renewable license, issued by the State Board, which allows the license holder to perform professional education services for the licensure content area and licensure level specified on the license.

Teacher of Record - an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

Code of Ethics for Arkansas Educators

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all educators. The State Board of Education approved the standards on September 1, 2008. The DESE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations. Arkansas law mandates that every person with a valid Arkansas teaching license and all educators teaching under an Act 1240 waiver are required to abide by the Code of Ethics for Arkansas Educators.

What is expected of Arkansas Educators?

Standard 1 An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2 An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4 An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

Standard 5 An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

Standard 6 An educator keeps in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures.

Standard 7 An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8 An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

Chart 1: Admission Tests Thresholds

Chart 1: Admission Tests Thresholds

The following exams may be counted in the APPEL Admission Requirements scoring rubric under Admission Test. The exam is acceptable **only if the candidate meets the listed score(s) upon making application to the program.**

Documentation must be available in the form of an official score report, an official college/university transcript, or by submitting an official letter from the college/university graduate office verifying the scores. Documentation must be submitted at the time of application.

Test Name

Passing Score

Graduate Record Exam (GRE) Verbal score	370
GRE Quantitative score	370
GRE Analytical Writing score	3.5
GRE Verbal score (if taken 2012 or after)	142
GRE Quantitative score (if taken 2012 or after)	142
GRE Analytical Writing score (if taken 2012 or after)	3.5
GRE Cumulative Score, all parts added together (if taken before 2000)	1000

If the applicant took the GRE exam on or after 2000, then the applicant must meet EACH of the three required scores (V, Q, AW), for the test to count.

Graduate Management Admission Test (GMAT)	330
Law School Admission Test (LSAT)	149
Medical College Admission Test (MCAT)	477
Miller Analogies Test (MAT)	376
Pharmacy College Admission Test (PCAT)	399

Admission Weighted Criteria: Teacher Interview Form

Chart 2: Teacher Interview Evaluation Form (adapted from TNTP)

NAME OF APPLICANT _____

INTERVIEWER _____ DATE _____

Rate criteria **E** for exemplary, **FA** for fully acceptable or **NFA** for not fully acceptable. Mark indicators with a +, - or leave blank if not observed.

How did you hear about APPEL? What made you decide to apply?

E FA NFA

____ Describes a significant, quantifiable goal demonstrating excellence.

____ Teaching success related to specific, measurable student achievement.

____ Demonstrates pattern of going above and beyond normal expectations

____ Earns formal recognition, promotions or awards for achievement

____ Describes specific examples of taking on challenges or initiatives

Tell me about your preferences for grade level. What grade level(s) would you prefer to teach? What would you be willing to teach? What would you be unwilling to teach?

E FA NFA

____ Describes a significant, quantifiable goal demonstrating excellence.

____ Teaching success related to specific, measurable student achievement.

____ Earns formal recognition, promotions or awards for achievement

____ Describes specific examples of taking on challenges or initiatives

____ Demonstrates pattern of going above and beyond normal expectations

Tell me about your geographical preferences. In which of our regions would you prefer to teach? Where would you be willing to teach? Where would you be unwilling to teach?

E FA NFA

____ Describes a significant, quantifiable goal demonstrating excellence.

____ Teaching success related to specific, measurable student achievement.

____ Demonstrates pattern of going above and beyond normal expectations

____ Earns formal recognition, promotions or awards for achievement

____ Describes specific examples of taking on challenges or initiatives

Tell me about a time when you balanced more than one responsibility at a time. What difficulties did you encounter? What did you learn from the experience, and what would you do differently if you had the chance?

E FA NFA

____ Describes a significant, quantifiable goal demonstrating excellence.

____ Teaching success related to specific, measurable student achievement.

____ Demonstrates pattern of going above and beyond normal expectations

____ Earns formal recognition, promotions or awards for achievement

____ Describes specific examples of taking on challenges or initiatives

Would you say that you have succeeded at your prior jobs? If so, how? What is an example of a great contribution you have made at your previous jobs that can't be shown on a resume?

E FA NFA

____ Describes a significant, quantifiable goal demonstrating excellence.

____ Teaching success related to specific, measurable student achievement.

____ Demonstrates pattern of going above and beyond normal expectations

____ Earns formal recognition, promotions or awards for achievement

____ Describes specific examples of taking on challenges or initiatives

Think about a time when you were given advice by a superior or co-worker in the past. How did you feel about someone criticizing work that you had put a lot of energy into? What was your response? How did you handle the advice you were given?

E FA NFA

____ Describes a significant, quantifiable goal demonstrating excellence.

____ Teaching success related to specific, measurable student achievement.

____ Demonstrates pattern of going above and beyond normal expectations

____ Earns formal recognition, promotions or awards for achievement

____ Describes specific examples of taking on challenges or initiatives

Next Steps:

_____ I recommend this person be accepted to APPEL.

_____ This person is not a good fit for the APPEL program.

Additional Notes: